

## Call for Journal Manuscripts

The *International Journal of Research on Service-Learning and Community Engagement (IJRSLCE)* is a peer-reviewed online journal dedicated to the publication of high quality research focused on service-learning, campus-community engagement, and the promotion of active and effective citizenship through education. The journal is *international* in scope, with an interest in service-learning and community engagement both in the US and around the world. The Journal also aims to be *comprehensive* in its approach, with an interest in articles on service-learning and community engagement in a variety of settings, including K-12 education, higher education (undergraduate and graduate) and community-based programs. The Journal is *multi-disciplinary*, drawing on existing literature and contributions from a variety of fields (education, developmental psychology, political science, sociology and others) and open to well-designed research using both quantitative and qualitative methods. Finally, the Journal is *rigorous*. The focus is on high quality research and scholarship: its goal is to expand our understanding of service-learning and community engagement by providing an outlet for new research, discussions of the theoretical bases of civic learning, and critical reviews of the emerging knowledge base in the field. The Journal is published by the International Association for Research on Service-Learning and Community Engagement, but submissions are open to all researchers and scholars interested in the field.

The Editorial Board of *IJRSLCE* invites manuscript submissions to the following four sections: Research Articles, Theoretical or Conceptual Articles, Review Articles, and Book Reviews. The journal is published annually.

### Types of Manuscripts

We are currently seeking the following types of articles/manuscripts:

**Research Articles** reporting on the findings from empirical studies of service-learning, community engagement and/or related civic education and civic engagement efforts. Research articles should be well-grounded in the relevant research literature and present well-designed methodology, evidence-based findings, etc. Research articles may be based on quantitative or qualitative research, including participatory action research and other “non-traditional” methods and may include evaluation research as well as more theoretically-grounded research projects. However, articles must be research-based and linked to broader theoretical or research-based questions. Articles that are primarily program descriptions or descriptions of service-learning/community engagement practices will not be accepted. (Peer reviewed.)

**Theoretical or Conceptual Articles** examining the theoretical or conceptual bases of service-learning and community engagement. We are particularly interested in articles that examine theory and research-based knowledge in related fields (developmental psychology, sociology, organizational development, etc.) and how it can inform research and practice in service-learning and community engagement. (Peer reviewed.)

**Review Articles** that take a critical look at emerging findings and practices in the fields of service-learning and community engagement to assess the state of knowledge in the field and/or the significance of existing literature. While there have been regular reviews of the emerging research in the service-learning/community engagement field, few of those reviews have taken a critical

approach to the literature, assessing its strengths, shortcomings, or implications for research and practice. (Peer reviewed)

**Book Reviews.** The Journal will also consider short reviews (1500 words or less) of recent publications in the field.

### **Submission Guidelines**

The next issue of the Journal will be published in Fall 2014. Submissions will be accepted through May 15, 2014 at the Journal website. Please go to the Journal website for more information: <http://journals.sfu.ca/iarslce>.